



St. Gregory's Catholic Primary School

History Policy

We give thanks to God, work together and always try our best

St. Gregory's Vision, Values and Ethos

At St Gregory's we aim to provide a caring and nurturing environment which allows us to inspire each other to excellence in the light of Christ. We are very proud of our school, our pupils and their success.

We believe that children thrive on challenge and we have high ambitions for all our children.

Our School provides a learning environment to promote the skills of risk-taking, resilience and reflection. We develop self-esteem through achievement and the development of our God-given talents.

Within our learning environment, we encourage independence and the development of the skills for life-long learning. We encourage children to take responsibility for their own learning and to support the learning of others.

Our children will emerge as thoughtful citizens, respectful of the needs and rights of others and well prepared for a future in a rapidly changing world.

We seek to promote to the utmost the development of every child's personal wholeness, integrity, gifts and creativity in a welcoming and loving school community. We do so in partnership with parents, guardians and all others who have the welfare of the child at heart.

Our school is an integral part of the Parish of St. Gregory's. We promote links with the Parish, the local and wider community and as well as international partnerships.

Introduction

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about history. We set out our rationale for, and approach to history education in the school.

Consultation

This policy has been produced in consultation with staff through:

- Staff Meetings
- CPD
- Consultation with Specialists in BCCET
- Consultation with the wider school community



Defining History

The DfE states that:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Statutory Curriculum Requirements

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.



Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Rationale

At St. Gregory's Catholic Primary School, we believe that high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the life of people who lived in the past. We teach children to understand how events in the past have influenced our lives today and by doing so develop children's ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. As children progress through the school, we provide them with a chronological understanding of the past.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims of History

At St. Gregory's Catholic Primary School, we aim to provide quality teaching and learning of history to promote:

- An understanding of life in the present by exploring the past.
- A curiosity and inquisitiveness about life in the past.
- A sense of chronology.



- A knowledge of significant events in British History and an appreciation of how societies and people have changed over time.
- An understanding of society and their place within it, so that they can develop a sense of their own cultural heritage.
- An understanding of historical concepts such as cause/consequence, continuity and change.
- An understanding of how evidence is used to make historical claims.
- Perspective between local and international history encompassing all areas of history such as political and religious.

Inclusion and Adaptive Learning

We will ensure history is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad Content of History

The study of history can bring pupils into a rich dialogue with the past and with the traditions of historical enquiry. Through history, pupils come to understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place. Pupils learn how historians and others construct accounts about the past.

In **EYFS**, history is included within "Understanding of the World", where pupils learn about history through the Early Learning Goal '**Past and Present**'. Pupils are encouraged to talk about members of their immediate family and community, name and describe people who are familiar to them, comment on images of familiar situations in the past and compare and contrast characters from stories including figures from the past. This helps pupils to develop awareness of the past, which is then built upon in **Year 1** when pupils' understanding of the past starts to develop into an awareness of a chronological framework in which people and events can be placed. They do this through looking at changes within and beyond living memory such as **Toys in the Past**, and through investigating the lives of significant **Women in History**. Pupils' chronological framework is further enhanced in **Year 2** when they study key events such as the **Great Fire of London**, building upon their understanding of how we find out about the past by asking and answering questions. Pupils also build upon their studies of Women in History by **Comparing Queens** which allows them to develop the skill of identifying similarities and differences between different periods to an even greater degree than in Year 1.

Key Stage 2 is sequenced chronologically, to help pupils build a rich understanding of change and continuity in British, local and world history. Pupils study local and British history, and a history of the wider world in parallel. Starting with a study of the **Stone Age** in Year 3, pupils study how Britain has developed through the **Bronze Age** and **Iron Age**, leading on to the impact that the **Roman Empire** had on the island in Year 4, and



changes under the **Anglo-Saxons** and **Vikings** in Year 5. This allows pupils to understand the history of these islands as a coherent, chronological narrative. Throughout Key Stage 2 pupils also study ancient civilisations and aspects of the wider world starting with **Ancient Egypt** in Year 3, which links with the **Roman Empire** (Y4). In Year 4 pupils move forward in time on to **Ancient Greece** and build upon their knowledge of Rome in their study of the Roman Empire. Following the **Anglo-Saxons**, pupils go on to study **Early Islamic Civilisation** in Year 5 to help them contrast different civilisations from the same period. In Year 6, pupils complete thematic studies of **Conflict through Time** and **Crime and Punishment through Time** which allows them to establish clear narratives across the periods studied, and note connections, contrasts and trends over time.

Threshold Concepts

Within history, there are 4 key elements, which combined, ensure that our pupils can access a deep understanding of the subject. Pupils make progress in history by developing their knowledge about the past (this knowledge is often described as 'substantive knowledge') and their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often described as 'disciplinary knowledge'). The threshold concepts relate to different aspects of disciplinary knowledge, and substantive knowledge is vital to all of them.

Chronology: Developing pupils' chronological understanding underpins the sequencing of the history curriculum, as indicated above. Pupils develop their understanding of the past as a concept in EYFS, by placing people and events in a historical framework in Key Stage 1. This historical framework becomes more comprehensive at Key Stage 2 where pupils develop a chronologically secure knowledge and understanding of the broad characteristics and features of British, local and world history from the Stone Age to beyond 1066.

Thinking like a Historian: Progressing from understanding themselves and their families at EYFS, at Key Stage 1 pupils start to ask questions about historical events and people. Through this pupils learn about and understand key features of events in the past. Consequently they are also then able to compare aspects of life in different historical periods through significant individuals in the past. This evolves at Key Stage 2 into pupils developing their understanding of the disciplinary concepts of cause, consequence, change and continuity, similarity and difference, and historical significance. Pupils learn how to explain how or why events happen, their consequences, the extent, nature and pace of historical change, similarities and differences between people, groups, experiences or places, and why historical events and individuals are significant.

Investigating the Past: This Threshold Concept is concerned with how historians investigate the past. Through EYFS and Key Stage 1 pupils will understand some of the ways in which we find out about the past and identify different ways it is represented. As pupils progress to Key Stage 2 they will develop an understanding of how interpretations of the past are constructed, making inferences about the past through analysis of contemporary historical sources and conducting historical enquiry about the reliability of sources. Pupils will identify the difference between a source and an interpretation, and recognise how historians use sources as evidence to construct, challenge or test claims about the past. While making inferences about the past from sources, pupils will use their contextual knowledge to support inferences and analyse and evaluate the reliability/usefulness of sources based on their provenance and the pupils' knowledge of the context. Pupils will also learn the idea of misconceptions about sources and evidence.

Communicating History: This Threshold Concept is concerned with how to write about the past. This includes using historical terms and vocabulary; in EYFS pupils will use common words and phrases to describe the past and the passing of time. In Key Stage 1 pupils will begin to use a wide range of vocabulary of everyday historical terms and be able to select sources to recall events of the past. Through Key Stage 2 pupils will select historical terms appropriately, including tier 2 and tier 3 vocabulary, as well as use abstract terms. Pupils will ask and answer questions and construct arguments and reach conclusions.

Programme / Resources

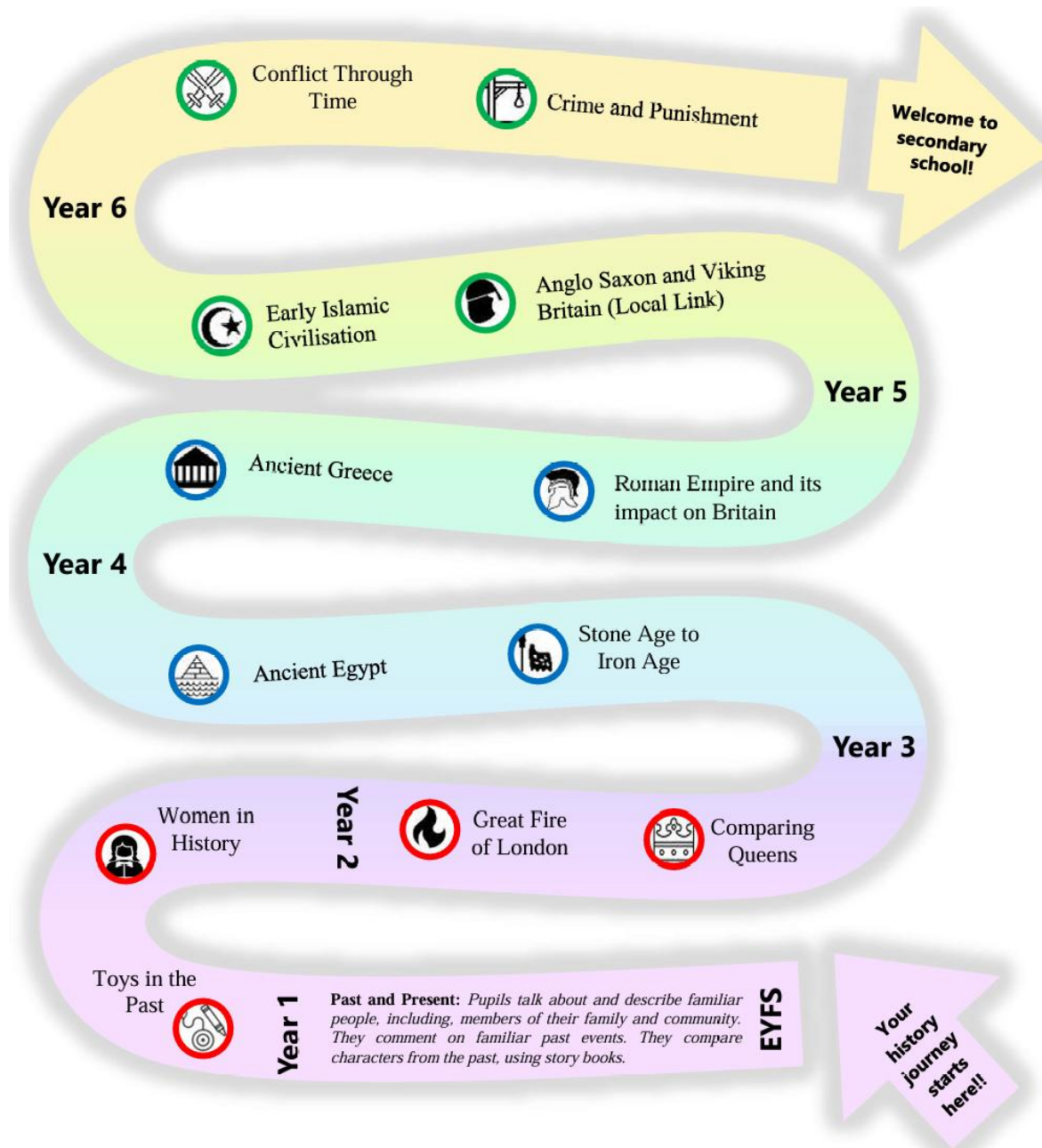
At St. Gregory's Catholic Primary School, we follow the Curriculum Continuity units provided by the Bishop Chadwick Catholic Education Trust as a primary resource.

Assessment of History

There will be no summative assessment in history, but ongoing formative assessment should be linked to the History curriculum. This assessment will be carried out by the Class Teachers.

Our Curriculum

Our learning journey from EYFS to Year 6 and heading in to KS3 is outlined below.



Responsibility For Teaching the Programme

The Class Teachers will have the responsibility for teaching the threshold concepts of history.



Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

History Subject Lead

The co-ordinator with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to history and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

Monitoring and Evaluation

The history Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be quality assured using questionnaires / response or by discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

This policy will be reviewed every year by the Headteacher, history Co-ordinator, the Governing Body and Staff.

The next review date is January 2026